

JOB SKILLS DEMONSTRATION OPEN



PURPOSE

To evaluate each contestant's ability to demonstrate and explain an entry-level skill either used in the occupational area for which he or she is training or outside his or her training area.

First, refer to General Regulations, Page 9.

CLOTHING REQUIREMENT

Contestants may wear SkillsUSA official attire OR official attire for the occupational area of the demonstration.

Official attire for men: Official red blazer, windbreaker-style jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie from Midwest Trophy; black socks and black shoes.

Official attire for women: Official red blazer, windbreaker-style jacket or sweater; black dress slacks or skirt with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone hose and black shoes.

To purchase official clothing, contact Midwest Trophy Manufacturing Co. Inc. by calling 800-324-5996 or order online at

www.mtmrecognition.com/skillsusa/.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

ELIGIBILITY

Open to active SkillsUSA members.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Timekeeper
 - b. A performance space of 8'x12' that contains a 30"x96" table and one duplex (two plug ins) 110-volt (15 amp) electrical outlet.
2. Supplied by the contestant:
 - a. All materials and equipment needed for the demonstration to be completed two times, once for the preliminaries and again for the finals, if required.

- b. A one-page, typewritten résumé to the national technical committee at the orientation meeting.

SCOPE OF THE CONTEST

Knowledge Performance

There is no written knowledge exam for this contest.

Skill Performance

The contest requires the demonstration of a performance of an occupational skill accompanied by a clear explanation of the topic through the use of experiments, displays or practical operations.

Contest Guidelines

1. An actual skill must be performed as opposed to an illustrated talk.
2. Note cards and other reference materials are not permitted.
3. Any skill may be demonstrated. The skill does NOT have to relate to the occupational program of the contestant.
4. The demonstration shall be at least five minutes in length but shall not exceed seven minutes. Penalty: Five points will be deducted for each 30 seconds or fraction thereof under five minutes or for each 30 seconds or fraction thereof over seven minutes.
5. Time limit: Time will be started when the demonstration begins. The timekeeper will signal the speaker at five minutes, six minutes, and six minutes 30 seconds.
6. Contestants will be allowed three minutes to set up the demonstration and three minutes to clear the demonstration room. Penalty: Five points will be deducted for each 30 seconds or fraction thereof over the three minute allowance.
7. A performance space of 8'x12' will be provided that contains a 30"x96" table and one duplex (two plug ins) 110-volt (15 amp) electrical outlet.
8. Any visual or auditory aids (signs, charts, transparencies, slides, diagrams, tapes, CDs) are to be prepared by contestants. Professionally prepared visuals and audio materials may not be used. No pressurized aerosol cans of any kind will be permitted, and no compressed air, gas or flammable liquid may be used.
9. The contestant will not mention his or her name, school, city or state.

10. The demonstration is an individual performance; however, assistants may be used to set up and dismantle the demonstration. Models or assistants may be used in the demonstration but will not say or do anything that assists the demonstration other than serve as a model as needed for a facial, clothing design demonstration, etc.
11. Basic safety practices related to the skill performed must be followed. Safety violations will be subject to penalties of one to 10 points. Judges may stop the demonstration for serious violations.

Standards and Competencies

JSDO 1.0 — Develop and write an effective presentation that demonstrates a job skill related to the contestant's field of training

- 1.1 Prepare a job skill demonstration that lasts five to seven minutes
- 1.2 Organize the demonstration in a logical and coherent manner

JSDO 2.0 — Deliver the presentation in a professional manner meeting the standards outlined by the technical committee

- 2.1 Perform the actual skill in the presentation
- 2.2 Explain the topic through the use of experiments, displays or practical operations
- 2.3 Demonstrate an effective and pleasing delivery style
- 2.4 Effectively use verbal illustrations and examples
- 2.5 Make a formal and effective introduction to the presentation that clearly identifies the scope of the demonstration
- 2.6 Pronounce words in a clear and understandable manner
- 2.7 Use a variety of verbal techniques including: modulation of voice, changing volume, varied inflection, modifying tempo and verbal enthusiasm
- 2.8 Demonstrate self-control and poise while presenting
- 2.9 Demonstrate good platform development and personal confidence
- 2.10 Communicate the primary points of the demonstration in a compact and complete manner
- 2.11 Tie organizational elements together with an effective closing
- 2.12 Complete the demonstration within the time limits set by contest requirements

JSDO 3.0 — Wear appropriate clothing for the SkillsUSA national contest

- 3.1 Display clothing that meets national standards for competition
- 3.2 Demonstrate good grooming in dress and personal hygiene

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Solve practical problems involving percents
- Solve single variable algebraic expressions
- Measure angles
- Find surface area and perimeter of two-dimensional objects
- Find volume and surface area of three-dimensional objects
- Apply transformations (rotate or turn, reflect or flip, translate or slide and dilate or scale) to geometric figures
- Construct three-dimensional models
- Apply Pythagorean Theorem
- Make predictions using knowledge of probability
- Make comparisons, predictions, and inferences using graphs and charts
- Organize and describe data using matrixes
- Solve problems using proportions, formulas and functions
- Find slope of a line
- Solve practical problems involving complementary, supplementary and congruent angles
- Solve problems involving symmetry and transformation
- Demonstrate measuring skills
- Convert from metric to English measurements and from English to metric measurements

Science Skills

- Use knowledge of speed, velocity and acceleration
- Use knowledge of work, force, mechanical advantage, efficiency and power
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices
- Use knowledge of principles of electricity and magnetism

- Use knowledge of static electricity, current electricity and circuits
- Use knowledge of magnetic fields and electromagnets
- Use knowledge of motors and generators

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills, such as eye contact, posture and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Identify words and phrases that signal an author's organizational pattern to aid comprehension
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

None Identified

Source: NCTM Principles and Standards for School Mathematics.

To view high school standards, visit:

standards.nctm.org/document/chapter7/index.htm.

Select "Standards" from menu.

Science Standards

Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To

view and search the compendium, visit: www.mcrel.org/standards-benchmarks/

Language Arts Standards

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit:

www.readwritethink.org/standards/index.html.

CONTEST SCORECARD

| Items Evaluated | Possible Points |
|--------------------------|-----------------|
| Opening..... | 150 |
| Voice..... | 100 |
| Platform/Deportment..... | 100 |
| Organization..... | 150 |
| Skills | 150 |
| Effectiveness | 200 |
| Closing..... | 150 |

| | |
|------------------|-------|
| Sub Total | 1,000 |
| Résumé Penalty | _____ |
| Clothing Penalty | _____ |
| Safety Penalty | _____ |
| Time Penalty | _____ |
| TOTAL | _____ |